

Comparison of curriculum content of LPN program with one AD-RN program, Cont'd.

<u>LPN</u>	<u>AD-RN</u>
Pediatric nursing period of infancy	Nursing of toddlers
See complications of pregnancy	Prenatal complications
Pediatric nursing - Mentally- Deficient Child	Mental retardation
Complications of pregnancy	Prenatal complications
Nutritional needs of the new baby	Normal nutrition relation to family
Obstetrical nursing	Complications of labor and delivery
Obstetrical nursing - the new baby	Post-partum complications
Pediatric nursing - pre-school child	Nursing pre-schoolers
	Grief in O.B.
Pediatric nursing - school-age child	Nursing school-age children
	Death/grief in children
	Infertility and fertility
Pediatric nursing - Adolescent	Problems of adolescent
	Marriage
	Problems in child rearing
	Nutrition-pre/post partum
Pre-Nursing - the well child	
Member of family	
Basic needs	
Growth and development of child (includes diseases)	
Intro. to medical/surgical nursing	Surgical Nursing
Surgical patient	Overview-theory
Introduction	
Pre-operative preparation	Pre-operative phase
Anesthesia	Operative phase
	Pre-operative instruction (student presentation)
Post operative care	Post operative phase
	Surgical nursing continued
Assisting with intravenous therapy	Intravenous therapy (student presentation)
General nursing care of post-operative patient	
Assisting with care of suctioning apparatus	Healing phase
Oxygen therapy	Suctioning (student presentation)
	Oxygen therapy (student presentation)
	Patients with infections
	Effects of isolation
	Patients with infections: infancy to school age
Staphylococcal infections	Isolation techniques (student presentation)
	Patients with infections: school age to teenage
	Dressings (student presentation)
	Patients with infections: adult/geriatric, growth/development of middle and later years
Antibiotics	Antibiotic therapy
	Fever

Comparison of curriculum content of LPN program (as contained in the course outlines provided by the Connecticut State Department of Education, Vocational Division) with one AD-RN program presented in a Connecticut Community College

LPN

Intro. to Practical Nursing
Interpersonal Relations

Basic Fundamentals of Nursing
Patient Environment
Admission
Transferring patient
Personal hygiene of patient
Therapeutic Procedures:
 Surgical and Medical Asepsis
 Diagnostic procedures
Body Structure and Function
 The Urinary System
 The Digestive System

Common Drugs and Administration

Nutrition/Diet Therapy
Therapeutic Procedures

Care of the dying
Care of the deceased

Introduction to obstetrical nursing

Introduction to Pediatric Nursing

Family-centered approach
 Anatomy/physiology of reproduction/
 conception
 Expectant mother
 (includes complications of pregnancy)
Prenatal care
Psychological aspects of pregnancy
The new baby

AD-RN

Intro. to Nursing
Orientation for nursing, man/health
Interpersonal Relations, Communications

Beginning needs of hospitalized

Personal hygiene, activity, exercise, comfort
Asepsis

Health evaluation/observation
Elimination: Urinary System
Gastrointestinal System
Fundamentals of Nursing Care
Planning
Pharmacology
Pain

Nutritional needs
Fundamentals of Nursing Intervention:
 Introduction

Nursing Role:
 Support while getting well
 In grief and dying
Maintaining
 Adequate respiration
 Fluid and electrolyte balance
Maternal/Child Nursing (includes clinical)

Orientation to pediatric nursing (film)
Orientation to maternal nursing (film)

The family
 Prenatal care, menstruation,
 fertilization

Labor and delivery
Prenatal psychology
Normal newborn
Post-partum relationship
Film on exercises for labor and delivery
Complications of newborn
Prematurity
Further complications of newborn

Comparison of curriculum content of LPN program with one AD-RN program, Cont'd.

LPN

AD-RN

The Surgical Patient (continued)

Post operative discomforts

Post operative complications

Preventive measures

Medical and surgical nursing,

Didactic

Clinical

Patient with diseases/conditions
of the cardiovascular system (clinical)

Patient with cardiac/circulatory
conditions (didactic)

Patient with diseases of blood
vessels (clinical)

Patient with disease of the blood

Patient with diseases/conditions of
respiratory system (clinical)

Intro. to medical surgical nursing-
mental health unit

Introduction

Persons/agencies to whom mentally
ill person can turn for help

Mentally ill patient-creating
therapeutic environment

Causes of mental illness

Mental diseases

Creating therapeutic environment
in psychiatric nursing

Basic approaches to psychiatric
behavior patterns

Security measures

Special therapies in psychiatric
hospitals

Medical-Surgical Nursing

Didactic and Clinical

Patient with Diabetes Mellitus
(Didactic)

Patient with diseases/conditions of
nervous system (clinical)

Physical/Mental Illness

(Physical component)

Nursing care of infants with congenital heart
defects

Mental and physical health

Crisis of illness

Children with respiratory and cardiac disorders

Rheumatic Heart Disease

Adults with circulatory disorders

congestive heart disease

Coronary heart disease

Peripheral vascular disease

Arteriosclerosis, etc.

Cerebral vascular accident

Blood Dyscrasias

Cardiotonic drugs, vasodilators, bronchodilators

Patients with respiratory disorders

Lung surgery

Psychiatric Nursing

Review of objectives

Crisis of illness

Nurse-patient relationship

Communication-initiating the relationship

Behavior has meaning-anxiety and behavior

Etiology of mental illness

Schizophrenia

Aggression-Depression

Controlling anxiety physically

Controlling anxiety with ritualistic behavior

Socially aggressive patterns of behavior

Alcoholism/drug addiction

Organic factors leading to disturbed behavior

Suicide/crisis intervention

Treatment modalities/nurses' role

Somatic treatments-patients rights and legalities

Patients with metabolic or nutritional impairment

Patient with locomotive or neurological
impairment

Comparison of curriculum content of LPN program with one AD-RN program, Cont'd.

LPN

Patient with diseases of urinary
and/or gastrointestinal
Patient with kidney conditions

Emergency nursing

Patient with carcinoma
Cancer also discussed in most
sections of clinical

Patient with diseases/conditions of
eye and ear (clinical)
Patient with skin disorders (didactic)

AD-RN

Patient with elimination impairment

Patient involved in accidents
Disaster Nursing

Patient with neoplasms

Patients with sensory impairment
(includes skin disorders)

Comprehensive nursing

To help student identify/solve problems,
anticipate problems which may arise
when dealing with groups of patients

GOALS AND BEHAVIORAL OBJECTIVES CENTRAL ARIZONA COLLEGE (ARTICULATED PROGRAM--COMMUNITY COLLEGE LEVEL)

GOALS: The student completing the first level will be able to (when confronted with a normal patient or one experiencing a common pathophysiologic problem in relation to psycho-social adjustment, comfort and safety, activity and exercise, intake and utilization of nutrients, elimination, rest and sleep, and oxygen):

1. Perform simple nursing procedures with safety and skill.
2. Recognize normal body structure, normal growth and development, and utilize principles of physical and mental health in order to recognize deviations.
3. Report deviations from normal and record procedures and observations.
4. Communicate with patients and other members of the nursing team in uncomplicated situations.
5. Use a nursing care plan in care of patient and contribute to modifications.
6. Understand legal and ethical framework of nursing.
7. Demonstrate sufficient knowledge and skills to function as a nursing assistant.

This course is offered with the laboratory and classroom on campus. The clinical experience will be in the working area of one or more of the affiliating agencies. The classroom teaching will utilize team teaching. Laboratory and library facilities are available.

- 5: The student having attained the objectives of Level I, completing the second level will be able to (when confronted with normal or patient experiencing a common pathophysiologic problem in relation to psycho-social adjustment, comfort and safety, activity and exercise, intake and utilization of nutrients, elimination, rest and sleep, and oxygen):

1. Function at the beginning level of drug administration.
2. Give total patient care in simple nursing situations.
3. Assist the professional nurse with total patient care in complex situations.
4. Utilize limited assessment abilities to help prepare and modify nursing care plans.
5. Transcribe and initiate physician's orders under supervision.
6. Utilize knowledge of common illnesses and usual modes of treatment.
7. Maintain own health and be able to advise others in regard to nutrition, cleanliness and comfort measures.
8. Understand the roles of other health agencies and methods of referral.
9. Understand the role and scope of the functions of the practical nurse including ethical and legal responsibilities and administrative lines of communication.
10. Integrate beliefs and attitudes into a philosophy of nursing which includes:
 - a) realization that learning is continuous and never-ending
 - b) being able to adjust to changes in the work situation
 - c) being able to reinforce the patient's confidence in prescribed therapeutic regime
 - d) realization that the health worker is a role model

The student at this level may make application to take the State Board of Nursing examination for practical nursing.

- GOALS: The student, having attained the objectives of level I and II, completing the third level will be able to (when confronted with normal or patient experiencing a common pathophysiologic problem in relation to psychosocial adjustment, comfort and safety, activity and exercise, intake and utilization of nutrients, elimination, rest and sleep, and oxygen):

1. Give total patient care in more complex situations utilizing knowledge and principles from natural and social sciences.
2. Evaluate and determine priorities in nursing care, recognize significant changes, initiate nursing and medical action and evaluate effectiveness of selected action.
3. Assess patient needs, prepare and modify nursing care plans based on evaluation of effectiveness of nursing actions.
4. Supervise the work of other team members in the initiation and use of nursing care plans in the technical aspects of care.
5. Utilize knowledge and skills to teach patients and families techniques of care.
6. Utilize knowledge concerning the community resources for emotionally disturbed, recognize significant deviations from normal, understand current modalities of treatment and assist in providing therapeutic environment.
7. Utilize knowledge of manifestations of common diseases and abnormal conditions and usual treatment.
8. Understand the actions of drugs on the body systems.
9. Internalize the concept of the patient as an individual with needs which can be met through personalized nursing care; these needs are in a constant state of change.
10. Make application to take the state board examination for registered nurses.

PHILOSOPHY OF ARTICULATED NURSING PROGRAM
CENTRAL ARIZONA COLLEGE, COOLIDGE ARIZONA
DEPARTMENT OF NURSING

PHILOSOPHY AND OBJECTIVES

We believe:

That nursing is a service based on social and biological science; that it involves the prevention of illness and disability, and care of the sick; and that the functions of nursing include the assisting of the individual with knowledge, motivation or function until he no longer needs these services; the maintenance of a therapeutic environment, and the carrying out of medical orders.

Since meeting the needs in the community is compatible with our philosophy, we feel that students should be admitted to the program knowing there are levels at which they can leave for employment with salable skills. That no educational program is terminal and that the accomplishment of short-term goals results in increased potential for the realization of other more difficult goals.

The philosophy of this college embraces the philosophy of this department:

"because every individual in the United States must think as ably and as clearly as possible to enhance the well-being of our democratic way of life in the time of its gravest challenge; because every individual in the United States must have the finest education to satisfy his social wishes and assume his full responsibility as a citizen in his country; because every individual in our nation must have the very best education in order to satisfy his economic wants through his ability to assume responsibility in the highly complex and technical age in which we live; and because the community college is superbly conceived to provide expanding opportunities in education for our growing and demanding population - we of Central Arizona College are proud to dedicate our efforts to the realization of these goals."

We accept the nurse assistant as a valuable supportive member of the medical and nursing staff. The minimum preparation for functioning in nursing should be at Level I (Nursing Assistant).

That a practical nurse can be developed utilizing the knowledges, attitudes and skills of Level I. In the preparation of this worker we accept and are dedicated to the Role Description as set forth in "Statement of Functions of the Licensed Practical Nurse", American Nurses' Association, Inc., 1964:

"The work of the LPN is an integral part of nursing. The licensed practical nurse gives nursing care under the supervision of the registered professional nurse or physician to patients in simple nursing situations. In more complex situations the licensed practical nurse functions as an assistant to the registered professional nurse."

That technical nursing proficiencies can be developed utilizing the practical nursing base. This is the technical nurse as defined by the Council of Associate Degree Programs of the National League for Nursing at the meeting of May 5, 1967:

"A registered nurse with an associate degree in nursing licensed for the practice of nursing who carries out nursing and other therapeutic measures with a high degree of skill, using principles from an ever-expanding body of science. The technical nurse performs nursing functions with patients who are under the supervision of a physician and/or professional nurse and assists in planning the day-to-day care of patients, evaluating the patient's physical and emotional reactions to therapy, taking measures to alleviate distress, using treatment modalities with knowledge and precision, and supervising other workers in the technical aspects of care."

This program will allow admission of students to the nursing program without extensive screening. That the student, who for academic or personal reasons must interrupt her education, will have salable skills at three levels. That entering students should be admitted to nursing to determine if they have the ability or interest to continue in this service.

That the instructors in the nursing programs have faith in the abilities of students and in their interest in learning. Rosenthal and Jacobsen in "Teacher Expectations for the Disadvantaged", (Scientific American 218 (4): 19-23, April, 1968) state that the expectations of the teacher have a significant influence on the accomplishment of students.

Composite Description

Listing of tasks in the order of greatest-to-least frequency from the Connecticut health facilities job descriptions, using UCLA TASK LIST.

- 46 Assist patients with personal care (i.e. oral hygiene, bathing backrubs, combing hair, shampoos, shaves, toe and fingernail care)
- 44 Maintain, store, clean, sterilize equipment or supplies, clean patient units
- 40 Assist staff in patient care activities
- 39 Take and record temperature (oral, rectal, axillary)
- 37 Collect and care for specimens (urine, stool, sputum), including proper delivery
- 36 Take and record radial pulse, respiration
- 34 Make patients' beds (occupied, unoccupied, anesthetic bed)
- 34 Give enemas
- 31 Prepare, give between meal nourishments (i.e. solid foods, liquids, fruit, etc.)
- 31 Observe, measure, record output
- 30 Assist patient in using bedpan, urinal, bedside commode, or going to the bathroom
- 30 Observe, measure, record food and fluid intake
- 27 Assist with and/or apply bandages, elastic stockings, non-sterile dressing, T dressing; straight, breast, scultetus, triangular sling binders; roller bandages, rib belts
- 27 Feed patients (adults, infants, children)
- 27 Assist patient to get in and out of bed, transfer from bed to chair
- 26 Dispose of contaminated materials, linen, equipment
- 25 Collect and serve food on trays
- 24 Test urine for sugar, acetone
- 23 Provide and/or assists with post mortem care
- 22 Observe, report and/or record objective signs and symptoms of illness, disorder, body malfunction, skin rashes, swelling, bleeding), patient's general physical and emotional condition
- 22 Assist patient in walking, dangling
- 22 Assist patient with dressing, undressing
- 22 Administer sitz bath, alcohol bath, medicated bath
- 21 Talk with, obtain and give information to patients, family, staff (attend unit report)
- 20 Adjust side rails, height of bed, apply restraints
- 19 Record height and weight
- 18 Turn patient, place patient in correct body alignment
- 17 Handles patient property and assumes appropriate legal responsibility
- 17 Prepares, and/or assists in preparation of trays, instruments equipment
- 16 Take and record blood pressure
- 16 Apply ice bags, hot water bottle
- 16 Record tests, treatments, procedures
- 15 Provides special skin care (i.e. for decubitus ulcers, patients in restraints, casts, comatose and semi-comatose patients)
- 14 Apply and/or remove gown, mask; wash hands, and/or scrub
- 14 Attend nursing care conferences
- 14 Connect catheters and tubing to drain; insert urinary catheter; irrigate bladder
- 13 Check working order of equipment
- 12 Set up and/or maintain traction

NA Composite Description (cont.)

- 12 Use mechanical devices (i.e. Hoyer lift) to move patients
- 10 Apply hot and cold packs, compresses, soaks
- 8 Uses comfort devices (i.e. footboards, air rings, doughnuts, trochanter rolls, sandbags, alternate pressure mattresses, overbed cradles)
- 7 Record nursing care, accidents, unusual incidents; report same
- 6 Empty drainage bottles, bags, maintain drainage tubing without suction (i.e. urinary catheters, T-tubes)
- 5 Observe, report and/or record positive or negative general behavior, physical appearance, or emotional responses to treatments, medication, nursing care (e.g. decreased bleeding, interaction with family, staff; eating habits, increased or decreased communication, etc.)
- 5 Assist patients in preparation for surgery, treatments, diagnosis studies
- 4 Operate Stryker, Foster frames and circle beds
- 4 Supervise patient participation in activities, e.g. dances, games, etc.
- 3 Assist patient in range of motions; active and passive exercises
- 3 Apply heating pads, hypothermia
- 3 Read, obtain information from charts
- 3 Assist patients in preparation to crutch walking
- 2 Assist physician with rounds to patients
- 2 Assist with individual and group therapy
- 2 Prepare and assist patient to see clergy, receive sacraments, assist in religious rites
- 2 Assist and/or apply sterile dressings and bandages
- 2 Position, screen drape patient for rectal, vaginal, proctoscopic and other surgical and obstetrical procedures; assist physician with procedures
- 1 Check working order of equipment, inventory emergency supplies, drugs
- 1 Apply and/or remove braces
- 1 Assists in the preparation of patient care plan, identification of problems and needs; suggest changes when indicated
- 1 Read skin tests
- 1 Apply medicated compresses, packs, soaks
- 1 Regulate and discontinue intravenous fluids and blood transfusions
- 1 Irrigate wound, colostomy, stomach, eye, ear, throat, bladder, vagina
- 1 Assist with and/or take EKG's
- 1 Draw blood samples
- 1 Handle sterile equipment, sterile packs, pour sterile solutions
- 1 Do sterile scrub, apply sterile gown, gloves
- 1 Assist and/or participate in occupational activities with patients
- 1 Assist with and/or apply splints
- 1 Assist patients following amputations
- 1 Remove fecal impactions
- 1 Administer and regulate oxygen mask, oxygen catheter; administer oxygen by means of positive pressure; administer oxygen tent: set up and regulate croupette

Licensed Practical Nurse (LPN)

Composite Description

Listing of tasks in the order of greatest-to-least frequency from the Connecticut health facilities job descriptions, using UCLA TASK LIST.

- Freq. 34 Assist staff in patient care activities
- 33 Record nursing care, accidents, unusual incidents; report same
- 27 Record tests, treatments, procedures
- 27 Assist in the preparation of patient care plan, identification of problems and needs; suggest changes when indicated
- 27 Observe, report and/or record positive or negative general behavior, physical appearance, or emotional responses to treatments, medication, nursing care (e.g. decreased bleeding, interaction with family, staff; eating habits, increased or decreased communication, etc.)
- 26 Observe, report and/or record objective signs and symptoms of illness, disorder, body malfunction, skin rashes, swelling, bleeding), patient's general physical and emotional condition.
- 26 Take and record temperature (oral, rectal, axillary)
- 26 Take and record radial pulse, respiration
- 25 Prepare and administer oral, intramuscular, rectal, inhalation medication
- 23 Assist physician with rounds to patients
- 23 Take and record blood pressure
- 22 Assign patients to team members; assign unit tasks to team members; supervise, evaluate and/or assist in evaluation of performance of staff members
- 22 Talk with, obtain and give information to patients, family, staff (attend unit report)
- 22 Attend nursing care conferences
- 21 Assist patients with personal care (i.e. oral hygiene, bathing, backrubs, comb hair, shampoos, shaves, toe and fingernail care)
- 21 Feed patients (adults, infants, children)
- 19 Position, screen drape patient for rectal, vaginal, proctoscopic and other surgical and obstetrical procedures; assist physician with procedures
- 16 Assist with and/or apply bandages, elastic stockings, non-sterile dressing, T dressing; straight, breast, scultetus, triangular sling binders; roller bandages, rib belts
- 15 Prepare, and/or assist in preparation of trays, instruments, equipment
- 14 Maintain, store, clean, sterilize equipment or supplies, clean patient units
- 12 Assist and/or apply sterile dressings and bandages
- 11 Assist patient in using bedpan, urinal, bedside commode, or going to the bathroom
- 10 Observe, measure, record output
- 10 Handle patient's property and assume appropriate legal responsibility
- 10 Provide and/or assist with post mortem care
- 10 Irrigate wound, colectomy, stomach, eye, ear, throat, bladder, vagina
- 9 Collect and care for specimens (urine, stool, sputum), including proper delivery
- 9 Give enemas
- 9 Record height, weight
- 9 Connect catheters and tubing to drain; insert urinary catheter; irrigate bladder
- 8 Teach patients, family, staff general hygiene in relation to prevention of illness and promotion of health, rehabilitation activities of daily living

LPN - Composite Description, Cont'd.

- 7 Check for shock, hemorrhage, and/or other post-operative complications.
Take required preventive measures.
- 7 Provide special skin care (i.e. for decubitus ulcers, patients in restraints, casts, comatose and semi-comatose patients)
- 7 Apply ice bags, hot water bottle
- 7 Check working order of equipment, inventory emergency supplies, drugs
- 6 Apply hot and cold packs, compresses, soaks
- 6 Apply medicated compresses, packs, soaks
- 5 Administer and regulate oxygen mask, oxygen catheter; administer oxygen by means of positive pressure; administer oxygen tent; set up and regulate croupetts
- 5 Assist patients in preparation for surgery, treatments, diagnosis studies
- 5 Test urine for sugar, acetone
- 5 Initiate service or referral for patients
- 5 Coordinate patient care activities with other departments, e.g. physical therapy
- 5 Suction patient's throat and nose passage; suction tracheotomy; remove and clean inner cannula of tracheotomy
- 5 Take inventory of drugs
- 5 Regulate and discontinue intravenous fluids and blood transfusions
- 5 Prepare food so patient may assist self
- 4 Give vaginal (douche)
- 4 Prepare, give between meal nourishments (i.e. solid foods, liquids, fruit, etc.)
- 4 Collect and serve food on trays
- 4 Conduct nursing care conferences
- 4 Take and record physician's verbal orders
- 3 Identify, interpret patient's needs, problems, signs, behavior symptoms related to physical, emotional, spiritual needs; identify approaches and/or solutions concerning problems and needs
- 3 Teach patient, family, staff in relation to objectives of nursing care of current illness, convalescence, as well as the physician's plan of care including preventive measures, maintenance and promotion of health (i.e. nutrition, oral hygiene, vaccinations, pre-natal and newborn care, etc.)
- 3 Analyze nursing care requirements and report staffing needs
- 3 Prepare patient care plan, identify problems and needs; suggest changes when indicated
- 3 Supervise patient participation in activities, e.g. dances, games, etc.
- 3 Assist with and/or take EKGs
- 3 Read, obtain information from charts
- 3 Observe, measure, record food and fluid intake
- 3 Count pulse: apical
- 3 Administer sitz bath, alcohol bath, medicated bath
- 3 Transcribe physician's orders
- 3 Give artificial respiration
- 2 Apply and/or remove gown, mask; wash hands, and/or scrub
- 2 Administer gastrostomy
- 2 Assist patient in walking, dangling
- 2 Adjust side rails, height of bed, apply restraints
- 2 Dispose of contaminated materials, linen, equipment
- 2 Set up and/or maintain traction
- 1 Use mechanical devices (i.e. Hoyer lift) to move patients
- 1 Count fetal heart tones

Registered Nurse (RN)

Composite Description

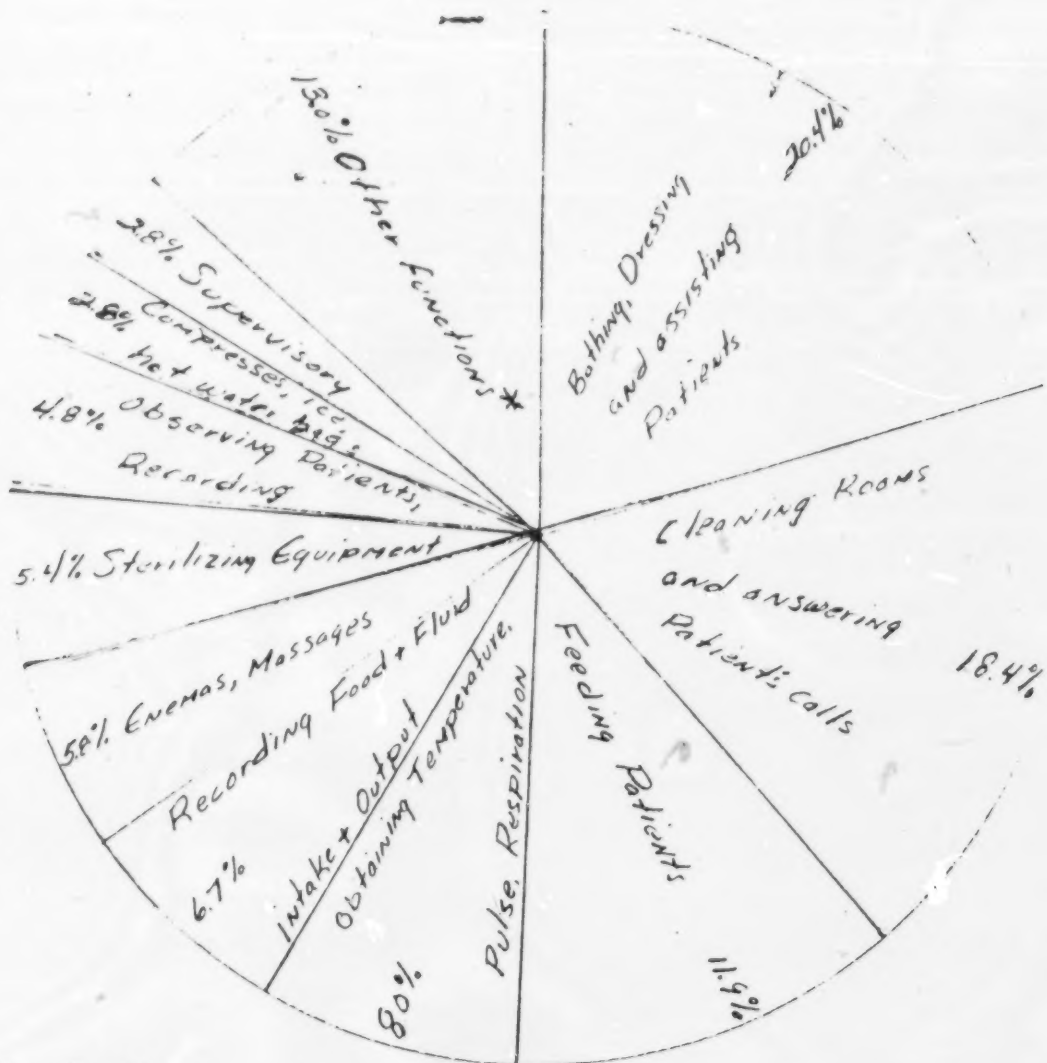
Listing of tasks in the order of greatest-to-least frequency from the Connecticut health facilities job descriptions, using UCLA TASK LIST.

- Freq. 44 Assign patients to team members; assign unit tasks to team members; supervise, evaluate and/or assist in evaluation of performance of staff members
- 38 Record nursing care, accidents, unusual incidents; report same
- 33 Observe, report and/or record positive or negative general behavior, physical appearance, or emotional responses to treatments, medication, nursing care (e.g. decreased bleeding, interaction with family, staff; eating habits, increased or decreased communication, etc.)
- 31 Record tests, treatments, procedures
- 31 Prepare and administer oral, intramuscular, rectal, inhalation medication
- 30 Attend nursing care conferences
- 28 Talk with, obtain and give information to patients, family, staff (attend unit report)
- 27 Observe, report and/or record objective signs and symptoms of illness, disorder, body malfunction, skin rashes, swelling, bleeding), patient's general physical and emotional condition.
- 26 Assist physician with rounds to patients
- 25 Identify, interpret patients' needs, problems, signs, behavior symptoms related to physical, emotional, spiritual needs; identify approaches and/or solutions concerning problems and needs
- 25 Assist staff in patient care activities
- 25 Take and record radial pulse, respiration
- 29 Teach patients, family, staff general hygiene in relation to prevention of illness and promotion of health, rehabilitation activities of daily living
- 24 Position, screen drape patient for rectal, vaginal, proctoscopic and other surgical and obstetrical procedures; assist physician with procedure
- 22 Teach patients, family, staff in relation to objectives of nursing care of current illness, convalescence, as well as the physician's plan of care including preventive measures, maintenance and promotion of health (i.e. nutrition, oral hygiene, vaccinations, pre-natal and newborn care, etc.)
- 21 Feed patients (adults, infants, children)
- 21 Assist patients with personal care (i.e. oral hygiene, bathing, backrubs, comb hair, shampoos, shaves, toe and fingernail care)
- 19 Conduct nursing care conferences
- 16 Prepare, and/or assist in preparation of trays, instruments, equipment
- 15 Take and record temperature (oral, rectal, axillary)
- 14 Coordinate patient care activities with other departments, e.g. physical therapy
- 13 Initiate service or referral for patients
- 13 Check working order of equipment, inventory emergency supplies, drugs
- 12 Assist with and/or apply bandages, elastic stockings, non-sterile dressing, T dressing; straight, breast, scultetus, triangular sling binders; roller bandages, rib belts
- 10 Take and record blood pressure
- 10 Check for shock, hemorrhage, and/or other post-operative complications. Take required preventive measures

4. Composite Description Cont'd.

- 10 Assist and/or apply sterile dressings and bandages
- 9 Read, obtain information from charts
- 9 Assist patients in preparation for surgery, treatments, diagnostic studies
- 8 Give artificial respiration
- 8 Take inventory of drugs
- 7 Maintain, store, clean, sterilize equipment or supplies
- 7 Provide special skin care (i.e. for decubitus ulcers, patients in restraints, casts, comatose and semi-comatose patients)
- 7 Analyze nursing care requirements and report staffing needs
- 5 Give intravenous medications
- 5 Prepare food so patient may assist self
- 5 Give cardiac resuscitation (mouth-to-mouth), closed chest massage
- 5 Connect catheters and tubing to drain; insert urinary catheter; irrigate bladder
- 4 Prepare, give between-meal nourishments (i.e. solid foods, liquids, fruit, etc.)
- 4 Count pulse, apical
- 4 Transcribe physician's orders
- 4 Assist with individual and group therapy
- 4 Assist in the preparation of patient care plan, identification of problems and needs; suggest changes when indicated
- 4 Collect and serve food on trays
- 3 Observe, measure, record output
- 3 Record height, weight
- 3 Observe, measure, record food and fluid intake
- 2 Dispose of contaminated materials, linen, equipment
- 2 Supervise patient participation in activities, e.g. dances, games, etc.
- 2 Adjust side rails, height of bed, apply restraints
- 2 Start and regulate intravenous fluids, blood transfusions
- 2 Handle patient property and assume appropriate legal responsibility
- 2 Set up and/or maintain traction
- 2 Apply and/or remove gown, mask; wash hands, and/or scrub
- 2 Assist patient in using bedpan, urinal, bedside commode, or going to the bathroom
- 2 Assist with and/or take EKGs
- 2 Give enemas
- 2 Take and record physicians' verbal orders
- 2 Assist patient in walking, dangling
- 2 Irrigate wound, colostomy, stomach, eye, ear, throat, bladder, vagina
- 1 Administer and regulate oxygen mask, oxygen catheter; Administer oxygen by means of positive pressure; administer oxygen tent; set up and regulate croupetts
- 1 Turn patient, place patient in correct body alignment
- 1 Assist patient to get in and out of bed, transfer from bed to chair
- 1 Transport patient in wheelchair, stretcher
- 1 Use mechanical devices (i.e. Hoyer lift) to move patients
- 1 Test urine for sugar, acetone
- 1 Regulate and discontinue intravenous fluids and blood transfusions
- 1 Collect and care for specimens (urine, stool, sputum), including proper delivery
- 1 Empty drainage bottles, bags, maintain drainage tubing without suction (i.e. urinary catheters, T-tubes)
- 1 Make patients' beds (occupied, unoccupied, anesthetic bed)
- 1 Assist patient with dressing, undressing
- 1 Apply ice bags, hot water bottle
- 1 Assist and/or participate in occupational activities with patients
- 1 Assist patients following amputations Apply medicated compresses, packs, soaks
- 1 Apply hot and cold packs, compresses, soaks Check working order of equipment
- 1 Record physician's orders
- 1 Suction patient's throat and nose passage; suction tracheotomy; remove and clean inner cannula of tracheotomy.

Functions by Nurses' Aides

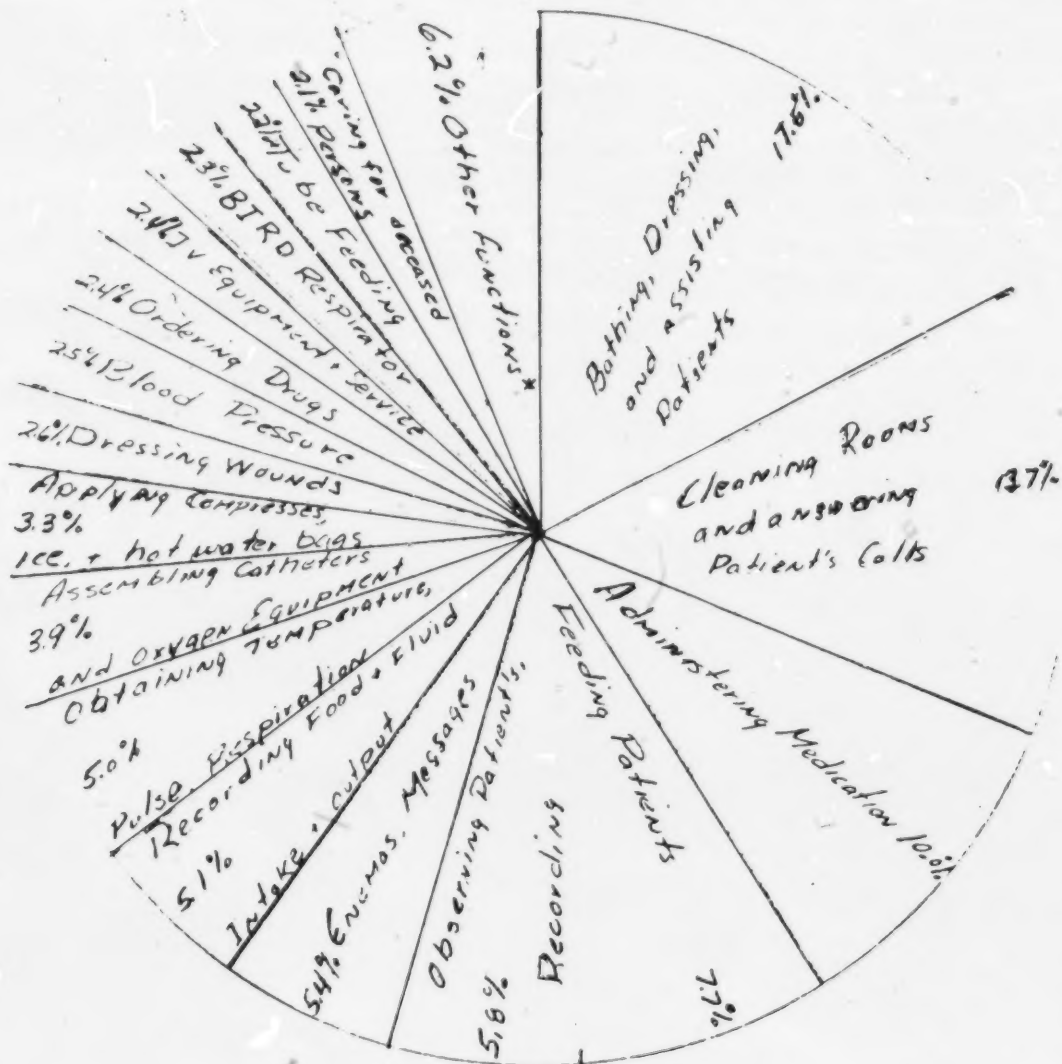


* Other Functions:

- | | |
|--------------------------------------|---|
| a. Tube Feeding | g. Setting up and Using BIRD Respirator |
| b. Ordering Drugs for Patients | h. Teaching |
| c. Taking & Recording Blood Pressure | i. Lab. Work |
| d. Dressing Wounds | j. Caring For Deceased Persons |
| e. Administering Drugs | k. Desk Work |
| f. Setting up and Using | l. Assembling Equipment |

Courtesy of Northeastern University, Boston, Massachusetts
Hiring Standards for Paramedical Manpower

Percentage Distribution of Working Time Spent on Job
Functions by Licensed Practical Nurses



* Other Functions:

- | | |
|------------------------|--------------------------|
| a. Teaching | d. Sterilizing Equipment |
| b. Research | e. Lab. Work |
| c. Intensive Care Unit | f. Desk Work |
| g. Supervisory | |

Courtesy of Northeastern University, Boston, Massachusetts
Hiring Standards for Paramedical Manpower

INGHAM INTERMEDIATE SCHOOL DISTRICT

611 HAGADORN ROAD MASON, MICHIGAN 48854

March 27, 1973

Mrs. Selma Markowitz
Connecticut Institute of Health
Manpower Resources
770 Asylum Avenue
Hartford, Connecticut 06105

Dear Selma:

The following will address itself to only the three occupations we talked about NA, LPN, and AD. You may find people asking about the B.A. RN or the M.A. RN and of course it could be carried that far and perhaps someday should.

First--Develop a task analysis instrument with the following five components, job skills (observable), job knowledges (related to job skills), behaviors, basic skills, and equipment. Have each occupation work independently and then pool the results, cross checking commonalities, wording and finally agreeing on one instrument.

Second--Select your population to be interviewed. Make every effort to make it representative and involve all hospitals, etc.

Third--Allow the computer to analyze the data based on pre-determined criteria for acceptance into the curriculum. Have it print out the commonalities between the occupations, thus giving you the career ladder you are looking for.

Fourth--Taking the commonalities and the accepted tasks, indicate pre-requisite information (if any) for each and transpose into performance terms.

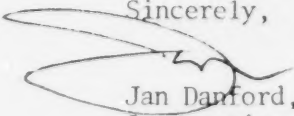
Fifth--Indicate a sequence or sequencing which the tasks can be learned.

Sixth--You can go so far as to develop a modular approach or merely "criterion reference" testing for key points in training. These tests must be accepted as evidence that certain skills exist.

If this much is done, you can see it really matters naught at which grade level the learning takes place, but rather that it does take place and the student can show evidence that they have learned and thus can apply.

I realize this isn't much, but maybe it will help with the State Department meeting. If you decide you want my further involvement, I will know more about my private consulting schedule after this week. Thanks again.

Sincerely,


Jan Danford, Coordinator
Instructional Services

JD:pc

CAPITAL AREA CAREER CENTER
INGHAM INTERMEDIATE SCHOOL DISTRICT

611 HAGADORN ROAD MASON, MICHIGAN 48854

May 10, 1973

Mrs. Selma Markowitz
Connecticut Institute of Health
Manpower Resources
770 Asylum Avenue
Hartford, Connecticut 06105

Dear Mrs. Markowitz:

I don't know how you are doing in obtaining the necessary cooperative commitments on the part of your people. However, this is written assuming that this has been accomplished. May I suggest that I either review for you the adopted California task analysis that should include your inputs or that I sit down with two to four people and help them to draft such an instrument. We would then determine our population to be surveyed, bring the data back, and work with Hartford in computerizing the results. This will then allow us to properly analyze the data and make decisions accordingly. I would need a representative from each agency (Agency Appr. Comm.) who has the authority to make decisions for that agency. Next, I would suggest we train two or three people on the writing of performance objectives, based on the above accepted tasks. They would then be re-reviewed and approved by the Agency Appr. Committee for practicality and accuracy. The next step would be to take the same two to three people and teach them to transfer that into individualized learning packages or modules, the selection of appropriate instruction material, etc.

It is estimated, Selma, that the first training and implementation session should be two intensive work days. I could do two things during that period of time; first teach those involved how to develop and conduct a task analysis, and second, while they are working, I could be teaching the other two to three how to write performance objectives.

On the other hand, you may have someone on your staff or in your state that could guide some of this, thus saving you dollars. Well, whatever hope things are moving right along. Thanks again.

Sincerely,

Jan Danford, Coordinator

JD:pc

NURSING ARTICULATION STUDY

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